

Standard		Benchmark		Criteria			Suggest	Best Data / Evidence				
Ltr	Name/Desc	#	Name/Desc	Ltr	Name	Key Questions	Weight	Existing	Observed	Reported	Surveyed	Narrative
C	Distributed Leadership School staff have a shared vision and collective responsibility for student learning	1	School Culture and Climate Staff works to create an environment conducive to effective teaching and learning	a	Safe and Orderly	- Does a safe and orderly environment exist in the building?						
				b	Learning Focused	- Does a culture and climate focused on learner outcomes exist in the school?						
				c	Inclusive/ Equitable	- Do all students have equal access to the curriculum and learning opportunities?						
				d	Collaborative Inquiry	- Does staff engage in dialogue and reflection about teaching and learning?						
				e	Data-Driven Culture	- Do staff use data to measure the effectiveness of the school and its processes? - Do staff use data continuously, collaboratively, and effectively to improve teaching and learning? (see V.A.1.a)						
				f	Collaborative Decision-Making Process	- Do staff engage in making decisions that impact the school community? - Do staff take ownership for the decisions that are made?						
		2	Continuous Improvement Staff engages in collaborative inquiry focused on continuous improvement	a	Shared Vision / Mission	- Are the vision and mission of the school clearly articulated to all stakeholders?						
				b	Results-Focused Plan	- Is there a school developed, written plan for continuous improvement? - Do the improvement plan strategies and interventions support the attainment of the school's student goals as identified by data? (see V.A.1.a) - Does the plan meet the requirements of state and federal mandates?						
				c	Implemented	- Is the plan for improvement implemented and supported by the entire school and community?						
				d	Monitored	- Is the plan for improvement continuously monitored and adjusted at least annually?						

1.3.05

DRAFT - Do not disseminate beyond Indicator Workgroup

Strand Definition:

The school identifies essential curricular content, makes certain it is sequenced appropriately, and is taught effectively in the instructional time available.
Assessments used aligned to the curriculum and instructional activities.

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Ltr	Name/Desc	#	Name/Desc	Ltr	Name		Key Questions	Existing	Observed	Reported	Surveyed	Narrative
A	Curriculum There is a coherent plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.	1	Written and Aligned School/district written curriculum is aligned with, and references, the Michigan Curriculum Framework and Content Expectations.	a	Curriculum Document(s)	- Does the school have current written curriculum documentation for the core areas (ELA, Math, Science, Social Studies, Fine Arts)? - Does the school have current written curriculum documentation for all additional subject areas taught?						
				b	Curriculum Review	is written curriculum periodically reviewed and revised at least every five years?						
				c	Michigan Curriculum Framework and Content Expectation Alignment	- Does the school curriculum align with, and reference, the Michigan Curriculum Framework standards and benchmarks? - Does the school curriculum align with, and reference, the Content Expectations for ELA, math, science and social studies?	1					
				d	Articulated Design	- Is the written curriculum in each content area vertically aligned across grades - including Pre-K? - Is the written curriculum horizontally aligned between grades?	1					
				e	Inclusive	- Is the curriculum designed so that all students have access to the general education curriculum? - Is the curriculum designed in accordance with student developmental/learning theory?						
		4	Communicated School/district curriculum is provided to staff, students and parents in a manner that they can understand.	a	Staff	- Is the curriculum clear, concise, and discussed by staff? - Do teachers know what they are expected to teach in their grade/course? - Do teachers know the curriculum for the grade(s)/course(s) that precede and follow their current assignment - including Pre-K?	1					
				b	Students	Are the curriculum expectations communicated to students in a manner they can understand?						
				c	Parents	Are the curriculum expectations communicated to parents in a manner they can understand?	1					

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B	Instruction The intentional processes and practices used to facilitate student learning	1	Planning Processes used to plan instruction	a	Content Appropriateness	- Are classroom lessons aligned to the school/district's written curriculum? - Are the planned instructional processes and practices appropriately designed around pedagogical content?	1					
				b	Developmental Appropriateness	- Are the planned instructional processes and practices appropriate for the developmental level and needs of the students? - Are the planned instructional processes and practices engaging for the students?	1					
		2	Delivery Instructional practices used to facilitate student learning	a	Enacted Curriculum	Does classroom instruction implement the district/school curricula?	1					
				b	Best Practices	- Are research-based instructional practices being used across the curriculum? - Is instructions differentiated to meet the needs of individual learners?	1					
				c	Student Engagement	Does instructional delivery engage the students?	1					

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C	Assessment Systematic gathering of multiple sources of evidence to monitor student learning	1	Aligned to Curriculum and Instruction Assessments are aligned to the school's curricula and instruction	a	Alignment / Content Validity	Are assessments aligned with the curricula and instruction (written and enacted)?						
				b	Consistency / Reliability	- Are assessments reliable? (Are they stable sources of information?) - Do different sources of information (e.g., tests, rubrics, teachers, and so forth) produce comprehensive and/or comparable results?						
				c	Multiple Measures	Are multiple measures (on-going classroom/district assessments, student portfolios, behavioral, MEAP, standardized, etc.) used to evaluate student learning? Are enrolling students assessed - including Pre-K?	1					
		2	Reporting and Use of Data Assessment results are communicated to, and used by, staff, students and parents.	a	Reporting	- Are assessment results reported to staff in a timely manner and in a form they can use? - Are assessment results reported to parents in a timely manner and in a form they can use? - Are assessment results reported to students in a timely manner and in a form they can use?						
				b	Informs Curriculum and Instruction	Are data used to determine/improve curriculum and instruction at the building and classroom levels? - Are data used to determine/improve student learning?	1					
				c	Meets Student Needs	- Are assessment results used to identify and assist students who did not do well on the assessments? - Are students re-assessed on skills they have not previously attained? - Do students use data and related staff feedback to monitor and improve their own performance?						

Strand Definition:

The school has qualified personnel who acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

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A	Personnel Qualifications Staff qualifications, knowledge and skills support student learning	1	Requirements Staff meet requirements for position held	a	Certification / Requirements	Do staff hold necessary certification(s) and/or meet applicable requirements?						
				b	NCLB (Highly Qualified)	Does impacted staff meet requirements as specified in the law?						
		2	Skills, Knowledge and Dispositions Staff have the professional skills to be effective in their positions	a	Content Knowledge	Does staff have substantial content knowledge in their assigned area?						
				b	Communication	Does staff communicate effectively with students, parents and peers?						
				c	School / Classroom Management	Does staff establish and use structures to maximize student learning? Does staff utilize strategies to maximize student learning?						
				d	Collaboration	Does staff collaborate on student learning?						
				e	Student-Centered	Does staff put the needs of students first?						
				f	Instructional Technology	Does staff possess instructional technology skills?						